

SJSU | DEPARTMENT OF ENGLISH AND COMPARATIVE LITERATURE

English 1A: Writing into the Shift
Dr. Anne F. Walker
Fall 2022

Course:	ENGL 1A, First-Year Writing
GE Category:	A2, Written Communication I
Units:	3
Prerequisite:	Completion of <i>Reflection On College Writing</i>
Instructor:	Dr. Anne F. Walker
Office Hours:	T 13:30– 15:30 in the zoom room
Phone:	email me instead
Email:	anne.walker@sjsu.edu
Web:	Canvas
Sections:	1 MW 7:30-8:15 (Hybrid: M In-Person, W Online-Synchronous) 79 MW 9:00-10:15 (Hybrid: M In-Person, W Online-Synchronous) 19 MW 10:30-11:45 (Hybrid: M In-Person, W Online-Synchronous) 93 W 18:00-20:45 (One-Day A Week, Online-Synchronous)

course description: English 1A is an introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpreting and analyzing texts, students learn to think clearly and write effectively as they give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations.

This class will develop multi-audience writing through creating varied iterations on a theme, or themes, you choose through relating to our texts. We will start with literacy narrative (in iterative relation to parts of the reflection on college writing that helped you to choose this course). We will then explore *Moana*, exploring visual analysis, *The Bechdel Cast* as an interpretive lens, and exercises designed to help you to create and develop new thinking in the process writing. We will engage with the 2022-2023 Campus Reading Program Book Selection, *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis* through Group Led Discussions (GLDs). In GLDs groups of roughly three students lead the class in discussion. Reading journals will help you prepare to robustly participate in the GLDs and your iterative project work. I encourage you to find themes that engage you across our multi-media texts and use your writing to explore them. If you are writing on a theme and you run out of steam for it, change topics. Find something to care about in all this. Writing is always better when you care about its content.

goals for the class: Of real importance for your progress through university, we'll work on developing the critical reading and analytical writing skills that will help us to articulate what happens when we approach texts of all kinds. With our course readings as our common terrain, we'll learn to read a variety of texts closely and carefully, focusing on strategies for critical reading and rereading. We'll discuss strategies that will help us to craft logically organized and well-written essays and to develop persuasive and increasingly complex analytical arguments in writing. Expect to delve deeply into the texts (reading and rereading), as well as revise your writing extensively (writing and rewriting). You will write essays that demonstrate your

ability to identify, reflect on, and analyze authors' choices—what they have included and excluded in their texts, just as you make those same choices in your own essays. We will work on all stages of the writing process, including close reading, idea generation, topic narrowing, pattern recognition/argument development, structure/organization, voice, word choice, sentence fluency, grammar, and mechanics. In this course you will expand your repertoire as a writer so you can access multiple ways of supporting your arguments, clearly expressing your ideas, and asserting your own voice.

Much of this class is designed to support your peer connection and collaboration: I hope you enjoy the process. Consultations, peer editing, peer activities, free-writes, group led discussions, course texts, reading journals, and targeted syntax work support your growth as a writer, thinker, and collaborator. You will have three required office consultations to support your writing projects, and I hope you drop in to office hours often. The work is meant to be experiential. You will go through step-by-step activities that develop new ways to deepen access to yourself as a writer. A quick video on this experiential approach is [here](#).

a note about questions: It is always best to ask questions openly in class time. If you are thinking a question, chances are that seven other students will benefit from you asking the question out loud in class. Rather than email, questions in class or office hours will evoke the most clear and detailed responses, and help other students most. If you can't ask in class, please do email your question(s). When you ask a question it might become the topic of a video I post to help other students. Please do ask questions: it helps everyone.

written texts: *The Writer's Diet: A Guide to Fit Prose* (Chicago Guides to Writing, Editing, and Publishing), 2nd Edition, by Helen Sword, ISBN-10: 022635198X; *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis* by Ayana Elizabeth Johnson and Katharine K. Wilkinson, ISBN-10: 0593237064; and handouts including readings from Sandra Cisneros and world-renown SJSU graduate Amy Tan. **media texts:** *Moana*, Directors: Ron Clements, John Musker (103 minutes); *The Bechdel Cast*, hosted by Caitlin Durante and Jamie Loftus. **options:** *RBG*, Directors: Betsy West, Julie Cohen (97 minutes), and handouts including readings from Lucille Clifton and Norton-anthologized SJSU graduate Lorna Dee Cervantes.

when to complete readings: Do the reading, and write your reflection, before the date reading is listed in the syllabus. The material is what we will talk about in class that day. Be prepared to participate.

a note about texts: At times these texts may seem challenging, at times entertaining. Move through them as a form of investigation. You are not expected to master any texts in this class. The anticipation is that you will explore them, and share your findings with your peers.

trigger warning: Please note that sometimes projects and class discussions include material of a sensitive nature. In this course, we may encounter materials that differ from and perhaps challenge your ideas, beliefs, and understanding of reality. Please come and discuss any issues about such material with me.

attendance: It just is better for you and the class if you come. Attendance and participation connects you to your peers, your teacher, and the collaborative processing mind of the group. It will offer interesting new ways to learn. I will, also, take attendance. Still...

if you feel sick: Just don't come to class. Email me (with a clear subject heading referring to absence) to let me know what's up and how I can help. Coordinate completion of activities and assignments with your peers. Complete work listed online. We are in strange times, let's keep healthy to meet them.

consultations: Three times you will have a consultation. It takes a lot to meet with everyone and it is meant to support you through individual face-to-face attention, and get you comfortable meeting with your teachers. Please note your consultation and show up on time.

office hours: Beyond our consultation times, I hope all of you will utilize my office hours. I am here to help you in any way that I can. Whether you need individual tutoring, want to talk about an assigned reading or essay, have grade concerns, or something else, please stop by and visit. If my office hours are not convenient, I would be happy to make an appointment with you on an individual basis at a time more suited to your schedule.

ENGL 1A Learning Outcomes (GELO)

Upon successful completion of the course, you will be able to:

1. read actively and rhetorically;
2. perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing.

Your semester’s course work is comprised of:

Assignment	Description	GELO	Minimum Word Count	In-Class	Revise & Workshop	Point Value
Literacy Narrative Drafts	1) Using examples from Sandra Cisneros and Amy Tan we will start the writing process through ‘looping.’ 2) Using class restructuring and peer syntax review practices you create a more substantial draft	1-4	2000 (1000 in each of 2 drafts)	x	x	3
Literacy Narrative	This short essay starts the semester by looking into places you awakened as a reader and writer. It gives me a start point in understanding your writing level, style, and interests. It is a chance for you to understand how I see your writing through my feedback to you	1-5	1000 revised final draft form		x	10
Moana Essay Drafts	1) Using your viewing notes and class discussion notes create a loose draft. 2)Using class restructuring practices and looping you create a	1-4	2000 (1000 in each of 2 drafts)	x	x	3

	draft that engages with a critical lens					
<i>Moana</i> Essay	You apply ideas from a secondary source to <i>Moana</i> . Class will support your language/syntax refinement	1-5	1000 revised final draft form		x	10
Choose your own (CYO) adventure x 6 drafts	You will choose three adventures from a list of multimedia options. Each CYO adventure will involve drafts, editing, and final versions. Each will have two drafts and the final. By workshopping different adventures that require different things we will see overlaps in the process of creation (poiesis)	1-4	1500 (250 in each of 6 drafts)		x	6
Choose your own (CYO) adventure x 3 final draft	Each CYO adventure will have a final polished draft	1-5	1500 (500 in each of 3 final drafts)		x	15
Group Led Discussions (GLD) x 2	Twice through the semester, in small groups, you will present the material listed for the day. Carefully edit all presented materials. Your written work will likely be collaborative and may be in various media forms	1-5	500 (250 in each of 2 drafts)		x	20
Reading Reflections x 15	These short written reflections (100 words x 15) support your essay production and class participation. They are due the before we discuss the reading in class with only verified emergency exceptions. One point is awarded each reflection completed with a full word count. Quotes are not included in word count. Use the reflections to identify quotes and to explore themes and details that interest you. You can will these for in-class workshops and essay creation. Design them to be helpful for you. You can use 'oops tokens' for one reading reflection without forfeiting any grades. When you present a GLD, use this exercise to reflect on your GLD creation	1-4	1500			15

	process, which may also help your portfolio letter-writing					
Participation and In-Class Writing (with completed tasks for 1A form)	Through the semester we will have various in-class writing. They will be graded for completion. To demonstrate participation and completion you will fill in a “completed tasks for 1A” form based on the Canvas page. It will include task, minimum word count, due date, your completion date, and your word count	1-4	1000	x		10
Final Portfolio with Introduction	You create a short introduction to your final portfolio. It outlines elements you have developed through the semester, with examples and detail. Submit a polished edit	1-5	500 revised final draft form	x	x	5
Consultations X 3	Trice through the semester I will meet with all students. You get the point grade by simply showing up with your current work and what’s on your mind	1-4	n/a	n/a	n/a	3
Word Count: total = 8000 revised final draft form = 4000		Point Total: 100				

late policy: Reading reflections will only be accepted by midnight on the date due. Emergency exceptions will be honored with documentation. All assignments should be completed and turned in by the due date.

assignment specifications: Each assignment should have clear directions. If it is unclear, contact me. I can explain, and if necessary clarify the assignment’s directions. Here is another place where your questions can help everyone.

grading: The following are the criteria by which essays are typically evaluated in first-year writing courses:

- An “A” essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.
- A “B” essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A “C” essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A “D” essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

- An “F” essay does not fulfill the requirements of the assignment.

Letter Percentage and Associated Grade: A 94-100, A- 90-93, B+ 87-89, B 84-86, B- 80-83, C+ 77-79, C 74-76, C- 70-73, D+ 67-69, D 64-66, D- 60-63, F 0-65

weekly schedule: (Please note that some dates will almost certainly change through the semester. In 2022 flexibility seems key to all things. I will notify you, and update the Canvas page, as things change.)

Literacy Narrative

Week	Activity	Reading	Assignments are all due by midnight on the date specified
Week 1: starts August 19 – no M/W classes	Preparation for first class: Create and post video introduction that tells us: your name, where you are from, something that makes you smile, a little known fact about you, and why you took this class at this timeslot	My example is here as a public google drive link	Post it in your section of Canvas by 8/21
Week 2: starts August 22	—consultation week— Literacy Narrative and Language Workshop	In class: Sandra Cisneros’ “Only Daughter” and Amy Tan’s “Mother Tongue”	Literacy Narrative Draft 1 due by 8/25 Literacy Narrative Draft 2 due by 8/28
Week 3: starts August 29	Literacy Narrative and Language Workshop	From <i>The Writer’s Diet</i>	Literacy Narrative final draft due by 9/6

Moana

Week	Activity	Reading	Assignments are all due by midnight on the date specified
Week 4: starts September 5	—labor day holiday— View <i>Moana</i> and in-class writing/discussion in preparation for <i>The Bechdel Cast</i> (https://www.iheart.com/podcast/105-the-bechdel-cast-30089535/episode/moana-with-natalie-baseman-30290763/)	<i>Moana</i>	<i>Moana</i> essay draft 1 due by 9/11
Week 5: starts September 12	After listening to <i>The Bechdel Cast</i> , re-watch <i>Moana</i> and note taking specifically related to a theme of your choice	<i>The Bechdel Cast</i> and <i>Moana</i>	<i>Moana</i> essay draft 2 due by 9/18
Week 6: starts September 19	—consultation week— In-class writing, essay shaping and language workshops	From <i>The Writer’s Diet</i>	<i>Moana</i> essay final draft due by 9/25

All We Can Save: Truth, Courage, and Solutions for the Climate Crisis,
choose your own (CYO) adventures, and the poiesis of multimedia

Week	Activity	Reading	Assignments are all due by midnight on the date specified
Week 7: starts September 26	GLD and reading reflection Workshops. GLD x 1	<i>All We Can Save:</i> pp 1-29 pp 30-50 Writing support materials TBA	Reading reflection 1 due 9/25; reflection 2 due 9/27 CYO 1 draft 1 due 10/2
Week 8: starts October 3	GLDs x 2 In-class writing, essay shaping and language workshops	<i>All We Can Save:</i> pp 51-74 pp 75-91 Writing support materials TBA	reflection 3 due 10/2; reflection 4 due 10/4 CYO 1 draft 2 due 10/9
Week 9: starts October 10	GLDs x 2 In-class writing, essay shaping and language workshops	<i>All We Can Save:</i> pp 92-112 pp 113-136 From <i>The Writer's Diet</i>	Reading reflection 5 due 10/9; reflection 6 due 10/11 CYO 1 final draft due 10/16
Week 10: starts October 17	GLDs x 2 In-class writing, essay shaping and language workshops	<i>All We Can Save:</i> pp 136-156 pp 157-176 Writing support materials TBA	Reading reflection 7 due 10/16; reflection 8 due 10/18 CYO 2 draft 1 due 10/23
Week 11: starts October 24	GLDs x 2 In-class writing, essay shaping and language workshops	<i>All We Can Save:</i> pp 177-202 pp 203-130 Writing support materials TBA	Reading reflection 9 by 10/23; reflection 10 by 10/25 CYO 2 draft 2 due 10/30
Week 12: starts October 31	GLDs x 2 In-class writing, essay shaping and language workshops	<i>All We Can Save:</i> pp 231-255 pp 256-278 From <i>The Writer's Diet</i>	Reading reflection 11 due 10/30; reflection 12 due 11/1 CYO 2 final draft due 11/6
Week 13: starts November 7	GLDs x 2 In-class writing, essay shaping and language workshops	<i>All We Can Save:</i> pp 279-300 pp 301-322 Writing support materials TBA	Reading reflection 3 due 11/6; reflection 14 due 1/8 CYO 3 draft 1 due 11/13
Week 14: starts November 14	GLD x 2	<i>All We Can Save:</i> pp 323-347	Reading reflection 15 due 11/13;

	In-class writing, essay shaping and language workshops	pp348-370 Writing support materials TBA	reflection 16 due 11/15 CYO 3 draft 2 due 11/20
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Portfolio and Editing

Week	Activity	Reading	Assignments are all due by midnight on the date specified
Week 15: starts November 21	—thanksgiving week— Editing workshops	From <i>The Writer's Diet</i>	CYO 3 final draft due 12/4
Week 16: starts December 5 – December 6 last day	—consultation week— Editing workshops and consultations		Portfolio with introduction due 12/4
Week	Activity	Reading	Assignments
Exam Week: starts December 12 – Final Exam Meeting Periods	Editing workshops and consultations		

University Policies

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.:

<http://www.sjsu.edu/gup/syllabusinfo/index.html> **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arise. See University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without

penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics.

Peer Connections is located in Clark Hall. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in the Main Library on the Second floor (Appointment hours: Mon-Thu 10:00 am –7:00 pm; Friday 10:00 am – 3:00 pm), and Clark Hall, Suite 126 (Drop-in hours: Mon-Thu 10:00 am - 3:00 pm). All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.writingcenter@sjsu.edu>, or call them at 408 924-2308. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at <http://www.sjsu.edu/counseling>.